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ABSTRACT

This report explores the status of the teaching of psychology as a separate course on the pre-college level and examines the nature of the differences between urban-suburban and rural teachers, their courses, and their classes. One hundred sixty-two urban-suburban and 166 rural school teachers in Illinois were surveyed via questionnaires. Students enrolled in psychology courses from randomly selected schools also completed questionnaires. Data indicated few differences between urban-suburban and rural teachers, apart from those which could be attributed to school size. The two groups of teachers were found to teach courses that were very similar in content, objectives, and methods. Data suggest greater variation among teachers in each setting than exists between the two groups. It can be concluded that rural-urban differences in courses, teachers, and school curricula, which traditionally have been assumed to be significant, are in reality small or nonexistent. Tables of data are included. Questionnaire responses, a review of literature, and findings of a related study are appended. (Author/MK)

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DOES SETTING MAKE A DIFFERENCE?

A

COMPARATIVE STUDY

OF

PRE-COLLEGE PSYCHOLOGY COURSES

OFFERED IN

URBAN-SUBURBAN AND RURAL SCHOOL SETTINGS

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ABSTRACT

While much has been assumed about courses of study in urban-suburban and rural settings, little data are available which empirically examine a single course offered in these two geographical settings. Data from 162 urban-suburban and 166 rural school teachers of pre-college psychology were compared along with data from their students. ANOVA, Chi-square, and rank correlation procedures showed few differences in these courses, their objectives, content, or methods. The data did not confirm many of the assumed differences in courses taught in Illinois were much like those offered in similar school settings in Florida and Mississippi.

Does Setting Make a Difference?

A Comparative Study of Pre-College Psychology Courses Offered in Urban-Suburban and Rural School Settings

Robert J. Stahl

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Much has been assumed about differences between teachers, courses, and classes taught in urban-suburban and rural school settings. The existence of separate Special Interest Groups in Urban and Rural Education within the AERA structure suggests that many individuals perceive special characteristics, features, and needs which are unique to each of these settings. As these groups and others with similar interests go about the task of further studying their own special setting, there is the likelihood that the assumed differences about what goes on in these two different types of schools will increase.

But do these geographical-social settings mean real differences in what goes on inside schools and courses. Do teachers teach different courses? Are the teachers different in any appreciable way? Is it possible that the major differences between courses and classes in urban-suburban and rural schools are directly and primarily attributable to their widely divergent student enrollments? Finally, if student enrollment is set aside, is it likely that the courses and classes taught by teachers in these schools are very similar to one another?

The extent to which differences, if any, exist between courses and classes in these schools has rarely been examined from the perspective of teachers and students in these schools. The separate course in Psychology was used as a vehicle to obtain data by which a comparison between urban-suburban and rural teachers could be made. Being an elective course offering, one might well consider the course is likely to reflect the teacher's and student's interests, needs, and orientations as opposed to those imposed from 'higher curriculum authorities' as in required courses.

This paper represents an attempt (1) to explore the status of the teaching of psychology as a separate course of study on the pre-college level and (2) to examine the nature of the differences between urban-suburban and rural teachers, their courses and their classes. It is hoped that the comparative thrust of this report will indeed shed some revealing light in respect to both of these aims.

The major focus of this paper is to examine and compare the response of teachers from these geographical-social settings. The reader should note that the meaning of the labels "urban-suburban" and "rural" was based upon each respondent's definition of these terms. No effort was made by the researchers to verify the actual population density or characteristics of the area served by the schools which responded. One would expect that the respondents would be relatively knowledgeable as to the urban-suburban-rural setting of their particular school

METHODS AND PROCEDURES

The schools included in the survey were identified from the Illinois School Directory listings for 1977 published by the State Department of Education. A four page questionnaire containing 42 items accompanied by an introductory letter and a stamped, self-addressed return envelope was mailed to 864 Illinois social studies department chairpersons in January, 1978.[1] The letter requested the chairpersons to forward the questionnaire to the person in their school who was responsible for teaching the psychology course. If no such course was taught, the department chairpersons were asked to complete the questionnaire as appropriate and return it. After a second mailing in February directed to school principals, responses were obtained from 554 schools (64.1%).

In addition to these teacher data, a number of schools were randomly selected for purposes of having the students enrolled in these psychology courses to complete a questionnaire directly related to them. By mid-Spring, 1,137 students in over two dozen schools returned completed forms via their teachers. As appropriate, the results of their responses will be incorporated within this paper as well.

RESULTS

Introduction to the returns

The survey revealed that Psychology as a separate course of study for credit was taught in 331 of the 554 Illinois secondary schools responding to the questionnaire (59.7%).

As revealed above, this report will concern itself primarily with the responses of the 331 teachers who actually taught the separate

[1] Social studies department chairpersons were selected because of the tradition and practice of the majority of schools for the psychology course to be considered a Social Studies elective offering.

course in psychology. Of these 331 teachers, 162 (49.4%) indicated they taught their courses in urban-suburban schools. This category of urban-suburban teachers consisted of respondents in 66 urban, 90 suburban, and 6 inner-city secondary schools in Illinois. They were combined here for purposes of convenience. The remaining 166 teachers (50.6%) reported their schools were located in rural settings.[2] Three respondents failed to identify their school setting.

DESCRIPTION OF SCHOOLS OFFERING PSYCHOLOGY CLASSES

Information on the public-private classification of schools in these two settings revealed many similarities. However, the respondents taught their courses in schools with dissimilar total school enrollments and somewhat similar white/black/other racial mixtures. The data collected relative to these school characteristics are reported below.

School Classification

The responses of the 162 teachers who taught the course in secondary schools whose geographical-social setting was predominating urban-suburban in nature revealed these courses were offered primarily in public schools (111 responses or 68.5%) with private religious schools (39 responses or 24.1%) and non-religious private schools (12 responses or 7.4%) following in that order. The 166 rural school teachers revealed their courses were offered primarily in public schools (159 responses or 95.8%), with religious private schools (4 responses or 2.4%) and non-religious private schools (3 responses or 1.8%) following in that order. Considered collectively, 80% of all separate pre-college psychology courses in Illinois were taught in public schools.

School Enrollment Data

When the responses of the urban-suburban teachers regarding the size of the school's student enrollment was tabulated, the data revealed that nearly two-thirds taught in secondary schools with student enrollments of more than 1,000 students (105 teachers or 65.2%). Schools with

[2]Percentages in this study are based upon the total number of respondents who actually responded to the item and not upon the total number of respondents who had the opportunity to respond.

enrollments of between 351-1,000 students ranked second with 44 responses (27.3%), and those with less than 350 students, third with 12 responses (7.5%). The responses of the 166 teachers who taught in rural settings reflected enrollment patterns one might expect from sparsely populated rural areas. Eighty-six of these teachers taught in schools with school enrollments of less than 350 students (51.8%). Schools with enrollments of between 351-1,000 students ranked second with 68 responses (41%), and more than 1,000 students, third with only 12 responses (7.2%).

These data appear to reveal only that urban-suburban schools have larger school enrollments than those located in more sparsely populated areas. A chi-square value of 134.9 ($p < .0001$) reveals these two patterns of school enrollment are significantly different from one another in a rather major way.

Racial Mixture of School Enrollments

Of the 162 teachers in the urban-suburban settings who responded to the item concerning the ratio of white-to-black students attending their schools, 112 teachers (70%) indicated they taught in schools with a racial balance equal to or exceeding 80% white to 20% black. Thirty-nine teachers (24.4%) taught in schools with a racial mixture ranging from 65-35% white to 35-65% black. Nine teachers taught in schools with a black enrollment equal to or exceeding the 80% ratio level. Similarly, of the 166 rural teachers, 158 (95.8%) indicated they taught in schools with a racial ratio equal to or higher than 80% white to 20% black. Five teachers (3%) taught in schools with a racial mixture of 65-35% white to 35-65% black. Only 2 rural area teachers (1.2%) taught in schools with a racial mixture of less than 20% white.

As with school size, these data tend to reflect the white/black populations in urban-suburban-rural areas. For instance, 30% of all the schools in the suburban-urban areas had enrollments with less than 80% white while only 4.2% of the 166 rural schools reported black enrollments exceeding 20% of their entire enrollment.

COURSE CHARACTERISTICS

Elective or Required Nature of Psychology Courses

When asked if the specific course in psychology was offered as an elective or required course in their schools, 157 of the 160 teachers (98.1%) in the urban suburan area indicated the former. Three teachers (1.9%) revealed their course was required. In response to the same question, the rural teachers reported a similar pattern. One hundred and sixty-one teachers (98.2%) reported their course was an elective

one, while only 3 teachers (1.8%) indicated the course was required. Thus, of the 324 teachers who responded to this item, 318 or 98.1% indicated they taught in schools where the psychology course was an elective only. Only 6 of the 331 schools required the course.

Length of the Separate Psychology Course

Approximately three-fourths of the teachers in these two different school settings taught courses which lasted only one semester in length (72.8% of the urban-suburban and 76.4% of the rual teachers). The next most popular length was a one full year course (22.2% compared to 19.4%) with courses of less than a semester in length a distant and rarely used option (4.9% contrasted to 4.2%). As one might expect, the urban-suburban schools much more frequently followed their one-semester psychology course with an Advance Psychology course than did the rural schools (39 schools or 24.2% compared to 7 schools or 4.3%). It seems that teachers and administrators in these diverse school settings both see the elective course as a one semester length introductory survey course for their 11th and 12th grade students.

Number of Sections

When asked to indicate the number of class sections of psychology they taught each day, the data from the teachers in the urban-suburban settings revealed that 46 teachers (28.6%) taught three sections, 38 teachers (23.6%) taught two sections, 29 teachers (18.0%) taught four sections, 28 teachers (17.4%) taught one section, 17 teachers (10.6%) taught five sections, and 3 teachers (1.8%) taught six sections.

In contrast, the responses for rural settings indicated that 115 teachers (71.4%) taught one section, 32 teachers (19.9%) taught two sections, 9 teachers (5.6%) taught three sections, 4 teachers (2.5%) taught four sections, and 1 teacher (.6%) taught five sections per day. None of the teachers in the rural settings taught more than five sections per day. Five rural teachers did not report the number of sections they taught each day.

The pattern reflected in these data sets clearly indicates that urban-suburban teachers who taught in heavier enrollment schools taught more sections of psychology each day than did their rural counterparts. Using Chi-square analysis, these two patterns were found to be significantly dissimilar ($p < .0001$). Additional information on the number of sections further supports this difference. The urban-surburban teachers averaged 2.87 sections of psychology each day (s.d. = 1.32) while the rural teachers averaged only 1.41 sections (s.d. = .76). When compared by the ANOVA procedure these Means were also found to be significantly different from each other ($p < .05$).

The data relative to the schools where these teachers taught their courses indicate that urban-suburban and rural psychology teachers most frequently taught one semester-length elective courses in public schools with predominantly white enrollments. Rural teachers taught in schools with considerably lower enrollments and a larger proportion of white students. Reflecting these school enrollment differences, the average urban-suburban teacher taught a significantly larger number of sections of psychology each day than did his/her rural school counterpart.

Number of Students Enrolled in Separate Psychology Courses

As expected, the enrollment in these courses increased from a total of 31,010 students in 1976-77 to 32,358 students in 1977-78. This represents an increase of 1,348 students or 4.3% in one year. However, this increase is not an indication of more students in each school taking the course. Rather it is a product of more schools offering the course for the first time while enrollment in schools with existing courses declining in the same one year period. The data reported below help to clarify this phenomena.

In 1976-77, 155 urban-suburban schools responding enrolled 24,400 students in their separate psychology courses for an average of 157.42 students per school (s.d. = 110.76). By 1977-78, the enrollment had increased by 578 to 24,978 students but the total number of schools in these settings also increased to 162 resulting in an average of 154.19 students per school (s.d. = 115.81). This would indicate an overall decline in the student enrollment in schools that had already been offering this separate course. The rural school data are identical. The 1976-77 figures reveal 146 rural schools enrolled 6,610 students with an average of 45.3 students per school (s.d. = 41.2). Again, the total overall enrollment increased in 1977-78 to 7,380 students, but the school average remained at the exact level of the previous year (45.3 students; s.d. = 52.5).

It would appear by these enrollment patterns that many schools with existing separate psychology courses are exhausting their supply of eligible students who can take the course. As 11th graders are allowed to enroll, this leads to fewer 12th graders who would take the course. Hence, over a short period of time, either less sections are offered or the course is opened up to 10th graders. This pattern is similar to what occurred in Florida from 1970-71 to 1976-75. With declining school budgets and the back-to-basics movement, psychology, as a separate course for credit, may have peaked in 1976-77 in terms of the number of students enrolled in proportion to the number of schools which offer/offered it.

Popularity of the Course

The teachers were asked to reveal whether they thought the psychology course was a "popular one" for students to take in their

respective schools. The data revealed that 96.2% of the urban-suburban and 82.9% of the rural school teachers reported it quite popular among their students. A Chi-square analysis revealed that this margin of popularity between these two groups ($x^2 = 14.72$, $p < .001$) was a significant one. Psychology, as a separate course of study, was a great deal more popular among urban-suburban students than among rural students as perceived by the teachers in these different school settings.

DESCRIPTIVE DATA CONCERNING STUDENTS ENROLLED IN PSYCHOLOGY COURSES: TEACHER SURVEY RESULTS

Besides information on the school setting for these teachers and their respective psychology courses, descriptive information relative to the classes themselves was also obtained.

Sex of the Students Enrolled

When data regarding the sexual make-up of students enrolled in the psychology classes were examined, it was revealed that in over three-fourths of the schools in the urban-suburban areas (76.2%), the majority of the students were females. Twenty-four teachers (15%) indicated an approximately balanced classroom while 14 teachers (8.8%) reported a male majority. The results were similar for the teachers in rural settings. One hundred and eighteen teachers (72.8%) indicated that the majority of students enrolled were females. Twenty-three (14.2%) teachers revealed a balanced classroom while twenty-one (13%) reported a male majority. This heavy female enrollment pattern parallels similar data from previous studies of Florida and Mississippi schools (Stahl, 1976, 1977).

Racial Mixtures Within Psychology Classes

One hundred and twenty-nine of the 160 teachers from the urban-suburban schools responding (80.6%) reported they taught classes which had enrollments equalling or exceeding 95% white with less than 5% black. This finding alone suggests that in well over three-fourths of all psychology courses taught in urban-suburban areas of Illinois, the student enrollment is approximately 19 whites to 1 black regardless of the white-black ratio of the total school population. The second most frequently indicated ratio of whites enrolled to blacks enrolled in these courses was 80% white/20% black with 18 responses (11.2%). Seven of the teachers (4.4%) reported that the racial make-up of their classes was 20% white/80% black. The 65% white/35% black was fourth (3 responses or 1.9%). The 50% white/50% black was fifth (2 responses or 1.3%) and the 35% white/65% black was sixth (1 response or 1.3%).

The teachers in the rural areas revealed nearly identical situations. One hundred and fifty-eight teachers (96.9%) indicated that the ratio of their courses was 95% white to 5% black. The second most frequently indicated ratio of whites to blacks was 80% white/20% black with 3 responses (1.8%). The 65% white/35% black and 20% white/80% black each had one response (.6%). No rural teachers indicated courses of the 50% white/50% black or the 35% white/65% black percentages which were included in the questionnaire. This enrollment pattern of heavy white student populations is nearly identical to that found in Florida and Mississippi schools.

Grade Level of Students in Psychology Classes

In examining the grade levels of students allowed to enroll in these courses, the urban-suburban and rural data were similar. In both settings, the course was open most often to 11th and 12th grades (105 schools or 65.2% and 94 schools or 57.3%, 43spectively). The second most popular eligibility option was for 12th graders only (49 schools or 30.4% and 43 schools or 26.2%). Only 7 urban-suburban schools (4.4%) opened the course to 10th or 9th graders while 27 rural schools allowed these lower grade level students (16.4%). One major reason for rural schools enrolling 9th and 10th graders is to help ensure enough enrollment to keep their one or two sections of their elective Psychology course going from year to year.

DESCRIPTIVE DATA CONCERNING STUDENTS ENROLLED IN PSYCHOLOGY COURSES: STUDENT SURVEY RESULTS

These teacher data relative to some of the characteristics of students enrolled in their courses can be examined in light of the information collected from the 1,137 students who were surveyed. Being randomly selected, these student responses represent a cross-sampling of students and classes across Illinois. Included as part of the student questionnaire were five items designed to gather descriptive data relevant to the sex, race, age, and grade level of each respondent. Information was also collected as to the grade each student earned in the psychology course for the previous grading term.

Sex of Students Enrolled

Overall, nearly three-fourths of the teachers indicated their classes consisted of a majority of female students. Taken collectively, these teacher respondent data are consistent with numerous other studies reporting a preponderant female majority in high school level psychology classes (Kasschau and Wertheimer, 1976).

As expected from the teacher data, females did make up a clear majority of the 1,137 student population sampled in this survey. Sixty

percent of the students, 684 or 60.3%, were female with the remaining portion being males, 450 or 39.7%. These percentages run nearly parallel to the population data for sex of students in similar courses in both Florida and Mississippi (Stahl, 1976,1977).

Combined with other available data, a composite description of the 'typical' female and male psychology student can be developed. The typical female student was white, in the twelfth grade, and most likely 17 years of age. The typical male was a white 12th grader and equally likely to be 17 or 18 years of age. The chances are very good that both students received a better grade of "A" or "B" in psychology for the last grading term.

Race of Students Enrolled

When these data were analyzed according to the race of the students enrolled, the results were consistent with those reported by their teachers. Of the 328 urban/suburban/rural teachers, 308 had reported heavy white enrollments of 80 percent or higher in the separate psychology courses. This high proportion of white enrollment was supported by the student data. An overwhelming majority of the 1,137 students, 955 students or 84.5% were white. Black students, 142 or 12.6%, were the second most numerous racial group while only 33 or 2.9% made up a third category of "other" students.

Grade Levels of Students Enrolled

According to the teacher survey results, of the 328 schools represented opened the psychology courses to just 12th graders or to 11th-12th graders combined. Far fewer schools allowed 9th and/or 10th graders to enroll in these courses. The student results confirm these teacher reports of a large senior majority in these classes.

When the student responses were examined, the findings revealed that two-thirds of the 1,137 students (753 or 66.9%) were seniors, with junior (326 or 29.0%), sophomores (46 or 4.1%), and freshmen (1 or .1%) following in that order. As predicted, 12th and 11th graders do make up the vast majority of students enrolled in these courses.

At all grade levels, the typical student was a white female. As one would expect, as the grade level rose, so the age level of the students increased with the ninth graders being 14 years of age, tenth graders primarily 15 and 16 years of age, eleventh graders about evenly divided between 16 and 17, and twelfth graders nearly equally divided between 17 and 18 years of age. In summary, 62.9% of these students were 17 or 18 year old seniors.

Age Level of Students Enrolled

Only two previous studies have reported the age of students enrolled in these courses (Stahl, 1976,1977). One study, Florida in 1974-75, revealed that 45.8% of the 1,215 students were 17 years of age, 36.1% were 18, 15.9% were 16, with the rest being 14, 15 or 19 years of age. Data from the survey of Illinois students found that 505 students were 17 years of age (44.5%), 382 were 18 years old (33.7%), 193 were 16 years of age (17.0%), 36 or 3.2% were 19, 16 or 1.4% were 15, and 2 or .2% were 14 years of age. Collectively, 887 or 78.2% of these 1,137 students were 17 or 18 years of age.

Academic Grades Received These Students

Each student was also asked to identify the grade s/he received in the psychology course for the previous grading term. Nearly a third of the grades received by these students were "B" grades (356 responses or 31.7%). "A's" were the second most received grades (299 responses or 26.6%) followed very closely by "C" grades (285 responses or 25.4%). "D" grades were received by 121 students (10.8%) while 50 students (4.5%) reported a grade of "F." Eleven students reported not receiving grades the previous grading term and fifteen failed to respond to this item.

Summary of Student Descriptive Data

As a result of these data, a composite description of the 'typical' high school psychology student in Illinois can be developed. She is a white, 17 year old senior student enrolled in a school of over 500 students. If her class averaged 30 students, it would include approximately 15 white females, 10 white males, 3 black females, and 2 black males. The majority of her classmates are 17 or 18 year old seniors with about a third being juniors. Of the 30 students, about 10 received a "B", while approximately 8 received "A", 8 "C's", 3 "D's" and 1 "F" for the last grading term. Our 'typical' student probably earned an "A" or "B" on her report card. With few minor exceptions, these student data are nearly identical to the composites of the 'typical' psychology student found in both Florida and Mississippi (Stahl, 1976, 1977).

CHARACTERISTICS OF THE TEACHERS

Besides school and course data, an attempt was made to obtain descriptive information about the teachers who taught in these two school settings. Were they different teachers in terms of their sex, college training, certificate area, or felt adequacy to teach the course? The analysis revealed some interesting patterns among these two groups of teachers.

Sex of Psychology Teachers

Although not requested specifically, the researchers assigned a sex code to each respondent according to the name they cited on the questionnaire form. Thus, by using titles (e.g., Ms., Mrs., Miss, or Mr.) or first names, 308 of the 328 teachers were able to be identified as being female or male. As a result of this procedure, it was possible to determine if differences existed between these teachers because of their sex. The data revealed that 69.0 percent of the urban-suburban and 69.3 percent of the rural psychology teachers were males with the remaining 30 percent in each category being females.

Area of Teacher Certification

Teachers were asked to indicate the subject matter or content area in which they were currently certified. This item would detect which certification area teachers were seen as most likely to provide adequate psychology instruction for students. The data revealed different patterns from these two school settings. For the urban-suburban teachers, 87 or 54.4 percent were certified in the area of the Social Studies, 16 or 10.0 percent held Guidance and Counseling certificates, with 57 respondents (35.6%) holding certificates in a variety of other fields including 49 who reported holding certificates in Psychology. In contrast, 61 rural teachers (37.0%) held Social Studies certificates, 48 (29.1%) held Guidance and Counseling certificates, and 56 (33.9%) held certificates in many other areas including just 11 who were certified in Psychology. A large number of the rural school teachers held certificates in such diverse fields as Home Economics, Science, Health, English, Religion, Administration, and Math. These findings suggest that rural schools may have provided the psychology course by using it as an extra course to fill the teaching load of various teachers on their faculties, regardless of their area of certification. Secondly, it appears rural schools routinely assigned the course to their Guidance Counselors whenever and wherever that was possible.

That these procedures may be practiced is supported by some additional data from these teachers. Almost every one of the urban-suburban teachers, 153 or 95.0 percent, reported that they felt adequately prepared to teach the pre-college courses in their respective schools. In comparison, only 137 or 82.5 percent of the rural psychology teachers felt adequately prepared. A Chi-square analysis revealed that the difference between these two sets of teacher data was a significant one ($\chi^2 = 11.52$, $p < .001$).

"Humanistic" or "Behavioristic" Approach of These Teachers

While not defined on the questionnaire, the teachers were asked to identify whether they would label their approach to the psychology

course "humanistic" or "behavioristic." Of the 158 urban-suburban teachers responding to this item, 81 (51.3%) reported they were "humanistic", 46 (29.1%) indicated the "behavioristic" option, while 31 (19.6%) wrote in they considered their approach to be an "eclectic" one. The rural teacher data revealed a very different division among these approaches. A total of 73 rural teachers (45.6%) selected the "humanistic" label followed very closely by 71 teachers (44.4%) who indicated the "behavioristic" option. Only 16 rural teachers (10.0%) reported they would label their approach as being "eclectic". This distribution among "behavioristic-humanistic-eclectic" teachers was found to be significant at the .02 level using Chi-square.

COURSE OBJECTIVES, CONTENT, AND METHODS

Information was also obtained concerning the objectives set for the course by the teachers, the topics and subject matter which were included in these courses, and the methods these teachers used to teach psychology.

Course Objectives

The teachers were asked to identify the objectives they themselves set for teaching their courses at the secondary level. This item on the questionnaire allowed teachers to check any number of 12 objectives commonly cited for the course. It also included an invitation to add other objectives should those provided by inappropriate. As stated in the questionnaire and in the order of their appearance, the 12 objectives are:

(a) To help students in their vocational planning.
(b) To help students develop an appreciation for psychology as a field of scientific knowledge and inquiry.
(c) To prepare students for college psychology courses.
(d) To eliminate many of the misconceptions students have about psychology and psychologists.
(e) To assist students in preparing for future family life.
(f) To assist student in developing a basic philosophy of life.
(g) To help students understand and deal with their personal problems.
(h) To assist students in understanding the vocabulary associated with psychology.
(i) To assist students in adjusting to life and solving life's problems.
(j) To help students better understand and accept themselves as individuals.
(k) To help students apply psychological knowledge to understand contemporary social problems and events.
(l) To help students cope with problems associated with emerging adolescence.

The percentage of total responses for each group of teachers, the ranking assigned each objective, and the adjusted Chi-square value for each objective are given in Table 1.

As shown in Table 1, these teachers agree exactly on their first and last most often cited objectives for their respective courses. The greatest difference in ranking for a single objective was prepare for future family life which was ranked 4th by the rural and 11th by the urban-suburban teachers. Three different objectives exceeded the 80% frequency of use rate among the rural teachers while only one passed this level for their urban-suburban counterparts. The rank order correlation coefficient of .71 was found to be significant ($p < .05$) indicating these two groups of teachers were nearly identical in their overall ranking of these objectives even though they varied widely in the percentage of each group which supported these different objectives.

Reasons Why Students Enrolled in Psychology Courses

Following a pattern practiced in earlier studies by Stahl (1976, 1977), students were surveyed as to the reasons why they enrolled in psychology courses. Their questionnaire provided the 12 objectives listed on the teacher questionnaire except that the objectives were rewritten to emphasize the viewpoint of the student respondent. For instance, where the teacher form objective would begin with the phrase "to assist students...," the student-oriented item would begin "to help me..." With this conversion, one could determine how compatible teacher objectives for the course were to those reasons why students enrolled in these courses. Ideally, they would be very similar. Table 1 in the Appendix provides details relative to student rankings of these objectives.

An examination of the rankings assigned these 12 objectives by the 166 urban-suburban and 162 rural teachers and those reasons why the 1,137 students enrolled in the course produced an interesting contrast. While the two groups of teachers were relatively similar in their rankings, a .71 rank order coefficient, such similarity did not exist in their comparison with the students. The rural teachers shared somewhat similar rankings with these students, a .69 coefficient ($\Sigma d^2 = 89.5$), while the urban-suburban teachers were very dissimilar in their rankings with these students, a .38 coefficient ($\Sigma d^2 = 176$). Thus, taken as a whole, students in rural Illinois secondary schools are much more likely to enroll in psychology courses for reasons which are nearly identical to the objectives their teachers set for these courses than are their urban-suburban counterparts.

Content Included Within These Courses

One way to describe the subject matter content of a course is to obtain information concerning the specific topics and concepts covered

Table 1

A Summary of Percentages, Adjusted Chi-Square Values, and Ranks Assigned to Course Objectives by Psychology Teachers in Urban-Suburban and Rural Schools in Illinois

Objectives	Urban-Suburban		Rural		Adjusted	
	%	R	%	R	Chi-Square	p
a) Understand themselves	86.4	1	87.3	1	.007	.93
b) Appreciation for psy. as a science	77.2	2	61.4	5	8.778	.003*
c) Understand personal problems	75.3	3	84.3	2	3.615	.06
d) Understanding vocabulary of psy.	73.5	4	60.8	6	5.349	.21
e) Adjusting to life	71.6	5	83.7	3	6.289	.01 *
f) Prepare for college level psy. courses	63.6	6	58.4	8.5	.709	.40
g) Develop philosophy of life	62.3	7	58.4	8.5	.374	.64
h) Apply psychological knowledge	60.5	8	53.6	10	1.315	.25
i) Cope with adolescence	59.3	9	60.2	7	.005	.94
j) Eliminate misconceptions about psy.	58.6	10	51.2	11	1.543	.21
k) Prepare for future family life	54.3	11	62.7	4	2.013	.16
l) Assist in vocational planning	14.8	12	16.3	12	.044	.83

Spearman rank order coefficient = .71 ($p < .05$)

*$p < .05$

by the teachers. To acquire these data a list of 22 topics generally covered in psychology courses on the pre-college level was presented in the questionnaire. The respondents were asked to indicate all of those topics which they actually include(d) in their own courses (see Table 2).

Two of the five most often taught topics and content in urban-suburban psychology courses were also the most taught subjects on rural courses. These two groups of teachers were remarkably similar in the topics and content they chose to stress and not stress within their respective courses. Again, they agreed exactly on their first and last ranked item. And even though these teachers differed significantly on 5 of these 22 topics as determined by the Chi-square procedure, the rankings assigned these 5 topics were themselves not that different. The apparent agreement in these rankings is heavily supported by the significant correlation coefficient of .93 ($p < .001$).

Content Students Thought Should be Included in These Psychology Courses

As with course objectives, students were asked to identify the content and topics they believed should be included in the psychology courses in which they were enrolled. The student questionnaire listed the identical 22 topics provided on the teacher form. Both questionnaires asked the respondents to check all of those topics which were appropriate.

The first five choices marked by the students as topics and content which they believed should be covered in their courses were: (a) Emotions (76.3%), (b) Social Behavior (65.7%), (c) Mental Illness (64.9%), (d) Love (61.1%), and (e) Personality Theory (60.8%). The topics considered least important or relevant among the 22 listed were: Statistics (18.4%), Physiology (22.3%), and History of Psychology (30.6%). Table 3 in the Appendix provides the entire student response data.

The student ranking data were compared against those rankings assigned by the urban-suburban and rural teachers for the content they actively included in their courses. The rank order coefficient between the rural teacher rankings with student rankings was found to be .57 ($\Sigma d^2 = 768$) which was considerably higher than the .42 coefficient value ($\Sigma d^2 = 1033$) found for the urban-suburban teacher/student comparison. As with course objectives, rural teachers were much more likely to include the content in their psychology courses that students thought should be included in them.

Topics Considered Important to Include in These Courses

One might suggest that these teachers may have been restricted, by various factors operating within their respective schools, from

Table 2

A Summary of Percentages, Adjusted Chi-Square Values, and Ranks Assigned the Topics These Teachers Actually Included in Their Precollege Psychology Courses

Topics	Urban-Surburban			Rural			Adjusted	
	N	%	R	N	%	R	Chi-Square	p
a) Personality theory	156	96.3	1	150	90.4	1	3.715	.53
b) Mental illness	149	92.0	2	132	79.5	4	9.374	.002*
c) Mental health	139	85.8	3	128	77.1	5	3.539	.06
d) Abnormal behavior	138	85.2	4	123	74.1	7	5.539	.02 *
e) Emotions	137	84.6	5	136	81.9	3	.242	.62
f) Learning theory	133	82.1	6	126	75.9	6	1.540	.21
g) Motivation	123	75.9	7	122	73.5	8	.144	.70
h) Intelligence	121	74.7	8	137	82.5	2	2.552	.11
i) Growth and development	120	74.1	9	108	65.1	10	2.732	.10
j) Sensation and perception	113	69.8	10	100	60.2	13	2.854	.09
k) The adolescent	111	68.5	11	105	63.3	11	.790	.37
l) Parapsychology, ESP	107	66.0	12	95	57.2	14	2.336	.13
m) Social behavior	102	63.0	13	113	68.1	9	.735	.39
n) Mental retardation	96	59.3	14	103	62.0	12	.163	.69
o) History of psychology	93	57.4	15	85	51.2	16	1.033	.31
p) Drugs, alcoholism	76	46.9	16	91	54.8	15	1.746	.18
q) Heredity and genetics	75	46.3	17	72	43.4	19	.177	.67
r) The human body/physiology	71	43.8	18	46	27.7	20.5	8.591	.003*
s) Love	70	43.2	19	82	49.4	17	1.026	.31
t) Child care	60	37.0	20	46	27.7	20.5	2.848	.09
u) Marriage and family	54	33.3	21	78	47.0	18	5.801	.02 *
v) Statistics	44	27.2	22	29	17.5	22	3.907	.05 *

Spearman rank order correlation coefficient = .93 ($p < .001$)

teaching the content and topics they really believed should be taught in these courses. One way to offset the possible influence of these factors, as well as to identify what these teachers actually would include in their courses if given the freedom or opportunity to select their own content, was to ask teachers to specify the topics they thought ought to be included in psychology courses on the secondary school level.

The same list of 22 topics as presented earlier was provided the teachers. They were asked to indicate all of those topics and subjects they believed should be included in their courses and in similar courses in other schools. Table 3 reports the data relative to their responses to this item of the questionnaire.

The differences between these two groups for their first five preferences as to what topics should be taught were far greater than for the first five topics they actually included in their courses. The urban-suburban teachers thought Personality Theory (1st), Mental Health, (2nd) and Mental Illness (3rd) should be emphasized most often in these courses while the rural teachers ranked these same three as 2nd, 6.5, and 5th, respectively. The topic which produced the biggest difference between these two sets of rankings was The Adolescent. Rural teachers ranked this in position 3.5 while their urban-suburban counterparts ranked it in 11th place. Of the 22 comparisons using the Chi-square procedures, these two groups of teachers differed significantly on only 3 topics. Two of these three were, however, very similar in their ranks. A Spearman rank order coefficient for all 22 topics revealed a significant level of agreement between these ranked data ($r_s = .90$, $p < .001$).

Correlations were also computed to compare these two groups in terms of the similarity between their rankings of the topics they actually included in their courses and those they thought should be included in these pre-college level psychology courses. The agreement among the urban-suburban teachers was phenomenally high ($r_s = .96$, $p < .001$). This indicated that these teachers were actually teaching the topics they believed should be emphasized in these courses. The rural teachers also tended to teach what they thought should be included in these courses ($r_s = .88$, $p < .001$).

These groups of urban-suburban and rural teachers agreed moderately to very highly on the objectives they set for their courses ($r_s = .71$, $p < .05$), the content that they included in their respective courses ($r_s = .93$, $p < .001$), and the content they believed should be included in psychology courses on this level ($r_s = .90$, $p < .001$). These teachers were nearly identical in their inclusion in their courses of the topics and content they thought these courses should include (i.e., $r_s = .96$, $p < .001$, for the urban-suburban and $r_s = .88$, $p < .001$), for the rural teachers).

However, despite their agreement with each other, only the rural teachers were somewhat in agreement with the students in the area of

Table 3

A Summary of Percentages, Adjusted Chi-Square Values, and Ranks Assigned the Topics These Teachers Thought Should be Included Within Precollege Psychology Courses

Topics	Urban-Suburban		Rural		Adjusted	
	%	R	%	R	Chi-Square	p
a) Personality theory	94.4	1	86.1	2	5.51	.02*
b) Mental health	88.9	2	78.9	6.5	5.31	.02*
c) Mental illness	88.3	3	82.5	5	1.73	.19
d) Emotions	83.3	4.5	89.2	1	1.88	.17
e) Learning theory	83.3	4.5	78.9	6.5	.78	.38
f) Abnormal behavior	82.7	6	75.3	11	2.29	.13
g) Motivation	79.0	7	84.3	3.5	1.22	.27
h) Human growth/development	77.8	8	77.1	9	.00	.99
i) Intelligence	75.9	9	76.5	10	.00	.99
j) Social behavior	75.3	10	77.7	8	.15	.70
k) The adolescent	73.5	11	84.3	3.5	5.21	.02*
l) Sensation and perception	71.0	12	65.1	12	1.06	.30
m) Mental retardation	65.4	13	62.0	13	.27	.60
n) Parapsychology	56.8	14	49.4	18	1.51	.22
o) History of psychology	52.5	15.5	51.8	17	.00	.99
p) Drugs, alcoholim	52.5	15.5	56.6	15	.42	.52
q) Marriage and family	49.4	17	59.0	14	2.70	.10
r) Love	48.8	18	56.0	16	1.45	.23
s) Heredity and genetics	45.7	19	45.8	19	.01	.93
t) Child care	45.1	20	43.4	20	.04	.84
u) The human body/physiology	43.2	21	33.7	21	2.70	.10
v) Statistics	30.2	22	22.9	22	1.90	.17

Spearman rank order correlation coefficient = .90 ($p < .001$)

course objectives and topics and content taught. Indeed, correlation coefficients of .69 for course objectives and .57 for course content for the rural school teachers were substantially higher than the meager .38 and .42 computed for the urban-suburban teachers for these same two areas. It would appear that, in general, rural teachers are in closer agreement with their students than urban-suburban teachers in respect to course objectives and course content.

NEED FOR AUDIO-VISUAL INSTRUCTIONAL AIDS

When asked whether they felt a need for more audio-visual materials and instructional resources to help them do a more adequate job of teaching their psychology courses, 123 of the urban-suburban teachers (76.9%) indicated they desired more of these kinds of aids while 136 rural teachers (82.9%) indicated such a need for more instructional aids. However, 37 teachers (23.1%) in the urban-suburban areas and 28 teachers (17.1%) from the rual areas reported that they felt no real need for instructional aids. Only 6 urban-suburban teachers (3.8%) and only 2 rural school teachers (1.2%) reported they would not use more audiovisual and other instructional aids if such materials were made available to them. These data reveal that these teachers not only desired a wide variety and more appropriate instructional aids, they also suggest that if such materials were made available to teachers to be used, these would indeed be used.

Type of Instructional Resources Desired

In an effort to identify the exact types of instructional materials these teachers wanted to see made available to them for their use, the questionnaire listed 17 different categories of materials for these teachers to indicate their preferences. The materials most desired by the teachers in the urban-suburban areas were materials for classroom experiments (117 responses or 72.2%), films (106 responses or 65.4%), and a list of local speakers (103 responses or 63.3%). The materials the teachers in the rural settings most desired were films (121 responses or 72.9%), simulation games (115 responses or 69.3%), and materials for classroom experiments (85 responses or 51.2%).

As revealed in Table 4, these two groups of teachers did not agree on the same rank for any of the 17 items listed. However, in the final analysis, these teachers were found to be very similar in their overall rankings for these materials ($r_s = .80$, $p < .05$). Thus, these teachers are in agreement with each other as to the instructional aids they prefer to see made available to them for their use. This data are even more important when one considers that 58.4% of the urban-suburban and 51.9% of the rural teachers reported they had the funds available to purchase some of the materials they most desired.

Table 4

A Summary of Percentages, Adjusted Chi-Square Values, and Ranks Assigned the Types of Instructional Materials These Teachers Wanted to See Made Available to Them for Their Use

Types of Instructional Material	Urban-Suburban		Rural		Adjusted	
	%	R	%	R	X^2	p
a) Materials for classroom exper.	72.2	1	51.2	3	14.43	.001*
b) Films/movies	65.4	2	72.9	1	1.80	.18
c) List of local speakers	63.6	3	49.4	5	6.14	.01 *
d) Simulation games	54.9	4	69.3	2	6.57	.01 *
e) Sample psychological tests	54.3	5	50.0	4	.45	.50
f) A newsletter for teachers	42.0	6	23.5	12	11.91	.001*
g) Student workbooks	35.2	7	36.7	8	.03	.86
h) Overhead transparencies	34.0	8.5	28.9	9	.74	.39
i) Filmstrips	34.0	8.5	38.6	6	.57	.45
j) Value clarification activities	31.5	10	38.0	7	1.24	.27
k) Posters of famous psychologists	27.8	11	16.9	16	5.03	.02 *
l) Reference service for students	27.2	12	21.1	14	1.34	.25
m) Materials for slow learners	25.3	13	9.6	17	12.95	.001*
n) Different kind of textbook	24.1	15	28.3	10	.56	.46
o) Audio-cassette tapes	24.1	15	27.1	11	.25	.62
p) Career-related pamphlets	24.1	15	22.9	13	.01	.90
q) A curriculum guide	13.6	17	17.5	15	.67	.41

Spearman rank order coefficient = .80 ($p < .05$)

Use of Textbooks

Illinois does not have a state-adopted textbook plan as many other states. Yet, several teachers from these urban-suburban (24 responses or 17%) and rural schools (19 responses or 14.8%) reported they used a text that was on a non-existent state-adopted textbook list. It is difficult to interpret what these particular data mean. Why 43 teachers would report the existence of such a state list is not clear.

On another item, the names of nine textbooks generally used in pre-college psychology courses were listed in the questionnaire. The respondents were asked to indicate the textbooks that they used in their psychology course.

The three books used most often by the teachers in the urban-suburban secondary schools were Psychology: Its Principles and Applications by Engle and Snellgrove (51 responses or 32.5%), Understanding Psychology by CRM/Random House (41 responses or 25.3%), and Psychology: Understanding Ourselves and Others by Tallent and Spungin (21 responses or 13.0%). The same three books were ranked in the same order for the teachers in the rural secondary schools.

When teachers from the urban-suburban areas were asked to identify the extent to which they actually used the textbook in their courses and when assigning students reading material, 60 teachers (39.5%) revealed they used these texts a "great deal," 59 teachers (38.8%) reported they used these texts "often," and 32 teachers (21.1%) indicated they used these textbooks "occasionally." Only 1 teacher (.7%) reported that he or she "never or rarely" used these textbooks.

Similarly, the teachers in the rural schools also identified the extent to which they actually used the textbook in their courses of those responding, 67 teachers (42.9%) reported they used the textbook a "great deal," 57 teachers (36.5%) revealed they used these textbooks "often," 27 teachers (17.3%) indicated they used these textbooks "occasionally," while 5 teachers (3.2%) reported they "never or rarely" used these textbooks.

OTHER COURSES WHICH INCLUDED "PSYCHOLOGICAL" CONTENT

Information relative to the identity of courses or subject areas other than those specifically labeled as "Psychology" but which contained some 'psychological' content and concepts was obtained. After all the data were combined, the results revealed that 'psychological' subject matter was being included in a variety of other courses and was still considered important to the understanding and application of the content being studied within these substantitive areas.

The teachers in the urban-suburban schools indicated the following courses in their schools contained psychological subject matter:

Sociology (78 schools or 48.1%); Family Life/Marriage and the Family (72 schools or 44.4%); Child Development (68 schools or 42%); Senior Social Studies (23 schools or 14.2%); Contemporary Issues (16 schools or 9.9%); Home Economics (15 schools or 9.3%); and Problems of Democracy (12 schools or 7.4%).

The rural teachers indicated the following courses in their schools contained 'psychological' content: Family Life/Marriage and the Family (75 schools or 45.2%); Sociology (67 schools or 40.4%); Child Development (64 schools or 38.6%); Home Economics (36 schools or 21.7%); Senior Studies (22 schools or 13.3%); Contemporary Issues (20 schools or 12%); and, Problems of Democracy (11 schools or 6.6%).

Many of the 328 respondents marked more than one course or subject area which revealed that several different courses within their school's curriculum included content which was 'psychological' in nature.

One could explain the increase in including psychology in other courses in terms of schools making concerted efforts to incorporate as much 'psychology' as possible into their curriculums to at least expose more students to this discipline of study. However, since few of these teachers taught a full load of psychology classes, these results may well reflect the efforts of these teachers to include psychological content in other courses they themselves taught. The most accurate explanation of these results may be that Illinois psychology teachers like those in other states infused their other course assignments with this subject matter content.

SUMMARY

This report describes the status of pre-college psychology from the perspective of 162 urban-suburban and 166 rural school teachers in Illinois in 1977-78. The responses from these teachers were examined and compared across a number of variables ranging from school characteristics to the content and topics these teachers included in their psychology courses. The major findings from this comparative study reveal that psychology courses were:

a) offered primarily in urban-suburban and rural public secondary schools with private religious or parochial schools a distant second,

b) offered primarily in urban-suburban areas in schools with over 1,000 students enrolled and in rural areas in schools with less than 500 students.

c) offered primarily in urban-suburban and rural secondary schools with white enrollments exceeding the 80% level of the total school population,

d) offered as an elective course in 98.1% of the urban-suburban and 98.2% of the rural schools,

e) offered as a one semester length course in 72.8% of the urban-suburban and 76.4% of the rural schools,

f) offered more frequently in terms of number of sections per day in urban-suburban schools (2.87 sections) than in rural schools (1.41 sections),

g) offered to 24,978 students enrolled in the urban-suburban schools and only 7,380 students in rural school settings,

h) significantly more popular in urban-suburban schools than in rural schools,

i) enrolling more female than male students in both school settings,

j) enrolling significantly more whites than blacks in both school settings,

k) enrolling significantly more seniors than juniors, sophomores, and freshmen in both school settings,

l) taught primarily by male teachers in both the urban-suburban (69.0%) and rural (69.3%) school settings,

m) taught primarily by Social Studies certified teachers (54.4%) and teachers holding miscellaneous other certificates (35.6%) in urban-suburban areas in contrast to only 37.0% of the rural teachers who held Social Studies certification,

n) taught by more "humanistic" than "behavioristic" teachers in both of these school settings,

o) taught by teachers who tended to agree rather highly on course objectives, content they included in their courses, and content they believed should go into these courses, and

p) taught by teachers who tended to use the same textbooks at about the same level of frequency.

To summarize, there were few differences between these two groups of teachers separate and apart from those which could be attributable to total school enrollment figures. In total, these data were compared across 99 variables using the Chi-square, Spearman rank-order, or the ANOVA procedure. Of these, five were directly related to differences in school size. Of the 16 variables found to express significant differences in the course content, objectives, or audio-visual resource materials data (i.e., Tables 1-4), 11 were assigned nearly identical ranks despite their Mean distribution discrepancies. Finally, the urban-suburban teachers who felt more adequately prepared perceived their psychology courses were far more popular than did their significantly less prepared rural school counterparts.

CONCLUSIONS

This study would suggest that some of the assumed differences between urban-suburban and rural schools and their courses may not be supported by research evidence. The above data seems to indicate that far fewer differences exist between schools/courses/teachers in these two settings than one might expect. Except for school size, one might well say that taken as a whole, these two groups of teachers taught very similar courses. Secondly, these data also suggest that there may well be greater variations among teachers in each of these groups than exist between these two groups. Hence, if these pre-college psychology course data can be used to generalize more broadly, then one is tempted with the argument that more assumed than real differences exist between courses/teachers/school curricula within these two settings.

A second interpretation is possible. In a survey of Mississippi schools in 1975-76, Stahl (1977b) reported that teachers differed widely in their perceptions of what was meant by urban, suburban, and rural settings. With the small sample represented in this particular study, Stahl compared the school setting as indicated by the teacher respondents and the population figures for the county/city provided from the census reports. In some cases, teachers in cities/towns of 25-30,000 people identified their school setting as being "rural" while some teachers in towns of 5-8000 in very sparsely populated regions marked the 'urban' or "suburban" option. These Illinois teachers may have followed this same pattern.

Should this have occured, then it would seem probable that teachers, many of which are certified in the Social Studies, are not clear as to what is meant by an urban, suburban, or rural area. It may well mean that the criteria for each of these label-areas is not sufficiently known for people to use to accurately describe their own setting. More interestingly and far more importantly, it may well be that these findings reveal that what is "urban," "surburban," and "rural" reflects a personal state of mind of each individual which is independent of the population density, etc., of the territory in which one settles.

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APPENDIX A

These tables present data relative to how Illinois pre-college Psychology teachers certified in Social Studies, Guidance and Counseling, and all "Other" areas responded to the items on this questionnaire. These tables also provide data as to the student rankings for items discussed throughout the early parts of this paper.

Table 1

A Summary of Frequencies, Percentages, Adjusted Chi-Square Values, and Ranks Assigned to Course Objectives by the Three Certification-Area Groups of Teachers and Their Students

Course Objectives	Social Studies F	%	R	Guidance Counselors F	%	R	Others F	%	R	Chi-Square	p	Students %	R
a) Understand themselves	135	90.6	1	57	87.7	3	94	82.5	1	3.86	.15	45.6	3
b) Understand personal problems	116	77.9	2	58	89.9	1.5	88	77.2	2	4.43	.11	55.8	1
c) Adjusting to life	114	76.5	3	58	89.9	1.5	84	73.7	3	6.21	.04	47.4	2
d) Appreciation for psychology	105	70.5	4	43	66.2	4	79	69.3	4.5	.40	.82	28.8	8
e) Understanding vocabulary	102	68.5	5	41	63.1	6	79	69.3	4.5	.81	.67	15.5	12
f) Cope with adolescence	94	63.1	6	38	58.5	8	63	55.3	11	1.67	.43	24.1	9
g) Prepare for college psychology	92	61.7	7	39	60.0	7	71	62.3	6	.09	.95	34.0	6
h) Future family life	89	59.7	8	37	56.9	9	66	57.9	10	.18	.92	40.5	4
i) Philosophy of life	88	59.1	9	42	64.6	5	70	61.4	7	.60	.74	31.9	7
j) Apply psychological knowledge	86	57.7	10	35	53.8	10	67	58.8	9	.43	.80	37.8	5
k) Eliminate misconceptions	85	57.0	11	29	44.6	11	68	59.6	8	4.06	.13	22.5	10
l) Vocational planning	29	19.5	12	6	9.2	12	16	14.0	12	3.91	.14	21.3	11

Table 2

A Summary of Frequencies, Percentages, Adjusted Chi-Square Values, and Ranks Assigned to the Topics These Teachers Actually Included in Their Pre-College Psychology Courses

Topics	Social Studies F	%	R	Guidance Counselors F	%	R	All Others F	%	R	Chi-Square	p
a) Personality Theory	144	96.6	1	60	92.3	1	101	88.6	2	6.47	.04
b) Mental Illness	125	83.9	2.5	51	78.5	4	105	92.1	1	6.98	.03
c) Learning Theory	125	83.9	2.5	48	73.8	6	86	75.4	6.5	4.06	.13
d) Mental Health	123	82.6	4	50	76.9	5	95	83.3	5	1.27	.53
e) Emotions	121	81.2	5	58	89.2	2	96	84.2	4	2.17	.34
f) Intelligence	119	79.9	6	54	83.1	3	85	74.6	8	2.03	.36
g) Abnormal Behavior	116	77.9	7	47	72.3	7	98	86.0	3	5.25	.07
h) Motivation	113	75.8	8	46	70.8	8	86	75.4	6.5	.67	.72
i) Human Growth-Development	105	70.5	9	41	63.1	10.5	83	72.8	9	1.92	.38
j) The Adolescent	101	67.8	10	37	56.9	13.5	78	68.4	12	2.89	.24
k) Sensation and Perception	96	64.4	11	39	60.0	12	78	68.4	12	1.32	.52
l) Parapsychology, ESP	90	60.4	12	41	63.1	10.5	73	64.0	14	.39	.82
m) Social Behavior	88	59.1	13	45	69.2	9	81	71.1	10	4.66	.10
n) Mental Retardation	85	57.0	14	36	55.4	15	78	68.4	12	4.45	.11
o) History of Psychology	78	52.3	15	37	56.9	13.5	63	55.3	16	.45	.80
p) Drugs, Alcoholism, etc.	65	43.6	16	32	49.2	16	70	61.4	15	8.26	.02
q) Love	61	40.9	17	31	47.7	17	59	51.8	18	3.13	.21
r) Heredity/Genetics	58	38.9	18	30	46.2	18.5	61	53.5	17	5.56	.06
s) Marriage and the Family	52	34.9	19	30	46.2	18.5	50	43.9	19	3.33	.19
t) Human Body/Physiology	51	34.2	20	23	35.4	20	44	38.6	20	.55	.76
u) Child Care	44	29.5	21	20	30.8	21	42	36.8	21	1.67	.43
v) Statistic	28	18.8	22	17	26.2	22	26	22.8	22	1.58	.45

Table 3

A Summary of Frequencies, Percentages, Adjusted Chi Square Values, and Ranks Assigned the Topics These Teachers and Students Indicated Should be Included in Pre-College Psychology Courses

Topics	Social Studies F	%	R	Guidance Counselors F	%	R	Others F	%	R	Chi-Square	p	Students %	R
a) Personality Theory	137	91.9	1	57	87.7	2	103	90.5	1	.96	.62	60.8	5
b) Emotions	127	85.2	2	58	89.2	1	99	86.8	4.5	.63	.73	76.3	1
c) Mental Illness	125	83.9	3	52	80.0	5	102	89.5	2.5	3.22	.20	64.9	3
d) Mental Health	122	81.9	4	50	76.9	9	102	89.5	2.5	5.29	.07	55.7	10
e) Learning Theory	121	81.2	5	49	75.4	10	92	85.1	7	2.58	.28	50.9	11
f) Motivation	118	79.2	6	51	78.5	7	99	86.8	4.5	3.10	.21	42.7	16
g) The Adolescent	116	77.9	7	53	81.5	4	90	78.9	9	.37	.83	56.7	9
h) Abnormal Behavior	115	77.2	8	48	73.8	11	96	84.2	6	3.20	.20	59.8	7
i) Growth and Development	113	75.8	9	54	83.1	3	88	77.2	11	1.40	.50	45.2	14.5
j) Social Behavior	111	74.5	10	51	78.5	7	80	78.9	9	.84	.66	65.7	2
k) Intelligence	110	73.8	11	51	78.5	7	90	78.9	9	1.11	.57	45.5	13
l) Sensation and Perception	100	67.1	12	40	61.5	13	84	73.7	13	3.00	.22	38.7	18
m) Mental Retardation	85	57.0	13	37	56.9	14	86	75.4	12	10.89	.004	50.0	12
n) Parapsychology, ESP	77	51.7	14	29	44.6	19.5	69	60.5	15	4.52	.10	42.0	17
o) History of Psychology	76	51.0	15	33	50.8	17	62	54.4	18.5	.36	.84	30.6	20
p) Drugs, Alcoholism, etc.	73	49.0	16	36	55.4	15	70	61.4	14	4.03	.13	60.0	6
q) Marriage and the Family	70	47.0	17	42	64.6	12	66	57.9	17	6.60	.04	59.0	8
r) Love	68	45.6	18	35	53.8	16	68	59.6	16	5.18	.08	61.1	4
s) Child care	67	45.0	19	29	44.6	19.5	49	43.0	20	.11	.95	45.2	14.5
t) Heredity and Genetics	58	38.9	20	32	49.2	18	62	54.4	18.5	6.48	.04	35.0	19
u) Human body/physiology	54	36.2	21	27	41.5	21	46	40.4	21	.73	.69	22.3	21
v) Statistics	36	24.2	22	18	27.7	22	32	28.1	22	.60	.74	18.4	22

Table 4

A Summary of the Frequencies, Means, Standard Deviations, and ANOVA F-Values Associated With the Methods These Three Groups Used to Teach Their Respective Psychology Courses

Method of Instruction	Social Studies			Guidance Counselors			All Others			F-Values	p
	F	$\bar{x}$	s.d.	F	$\bar{x}$	s.d.	F	$\bar{x}$	s.d.		
a) Discussion	143	4.17	.71	59	4.03	.79	107	4.12	.74	.70	.50
b) Text and lecture	136	3.77	1.00	55	3.53	.90	107	3.77	.98	1.38	.25
c) Lecture	135	3.70	.95	57	3.74	.86	96	3.67	1.00	.10	.90
d) Teacher demonstrations	132	3.16	.84	52	3.25	.71	100	3.11	.86	.49	.62
e) Small group discussions	141	2.96	.92	59	3.11	.98	102	2.98	.93	.48	.62
f) Values clarification activities	129	2.81	1.02	51	3.06	.97	97	2.88	1.06	1.10	.33
g) Student lab experiments	132	2.59	.99	52	2.63	.91	97	2.75	1.05	.75	.48
h) Guest speakers	132	2.37	.83	55	2.40	.87	97	2.46	.82	.35	.71

Table 5

A Summary of Frequencies, Percentages, Adjusted Chi-Square Values, and Ranks Assigned the Types of Instructional Aids These Teachers and Their Students Wanted to See Made Available to Them for Their Use

Instructional Aids	Social Studies F	%	R	Guidance Counselors F	%	R	Others F	%	R	Ch-Square	p	Students %	R
a) Films, movies	106	71.1	1	49	75.4	1	74	64.9	2.5	2.38	.30	82.1	1
b) Materials for classroom experiments	94	63.1	2	36	55.5	3	74	64.9	2.5	1.69	.43	52.7	4
c) List of local guest speakers	82	55.0	3	31	47.7	4	73	64.0	4	4.82	.09	73.5	2
d) Simple psychological tests	81	54.4	4	29	44.6	5.5	64	56.1	5	2.40	.30	52.2	5
e) Simulation games	80	53.7	5	44	67.7	2	80	70.2	1	8.51	.01	56.6	3
f) Student workbooks	55	36.9	6	22	33.8	7.5	39	34.2	9	.29	.87	18.9	11
g) Filmstrips	53	35.6	7	21	32.3	9	45	39.5	6.5	.98	.61	49.8	6
h) Newsletters for teachers	50	33.6	8	12	18.5	13.5	45	39.5	6.5	8.42	.01	----	--
i) Overhead transparencies	48	32.2	9	22	33.8	7.5	35	30.7	10	.19	.91	15.7	13
j) Values clarification activities	42	28.2	10	29	44.6	5.5	41	36.0	8	5.69	.06	15.9	12
k) Different kind of a text-book	39	26.2	11	17	26.2	10	32	28.1	13	.14	.93	19.9	10
l) Audio-cassette tapes	36	24.2	12	14	21.5	11.5	34	29.8	11.5	1.79	.41	30.3	8
m) Reference service for students	35	23.5	13	14	21.5	11.5	30	26.3	14	.57	.75	30.4	7
n) Posters of famous psychol-ogists	34	22.8	14	11	16.9	15	28	24.6	15	1.45	.49	5.9	15
o) Career-related pamphlets	32	21.5	15	12	18.5	13.5	34	29.8	11.5	3.75	.15	29.4	9
p) Materials for slow learners	26	17.4	16.5	7	10.8	16.5	25	21.9	16	3.55	.17	11.8	14
q) Curriculum guide for teachers	26	17.4	16.5	7	10.8	16.5	18	15.8	17	1.55	.46	----	--

APPENDIX B

A
BRIEF REVIEW
OF
THE LITERATURE

A REVIEW OF THE LITERATURE

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with 12,368 students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students (46,547 students). In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics courses.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1961 indicated that over two hundred percent more students were taking the course than had taken it twelve years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1972-73, 6,870 U. S. schools offered specific courses in psychology which enrolled 611,468 students. This enrollment figure represented 3.3 percent of all students enrolled in school during the 1972-73 school year and 8.8 percent of the enrollment in schools which offered these courses.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of precollege psychology:

1. Student enrollment and number of schools offering the course are rapidly increasing.
2. Students and teachers see the course as being valuable.
3. There is a need for psychology courses in the curriculum.
4. Courses are very popular among students.
5. Courses are offered in all fifty states.
6. Courses are most often one semester in length.

7. Courses are offered as an elective more often than as a required subject.

8. Psychology is not required in any state for graduation, but a few isolated schools require it for graduation.

9. Courses are more likely to be offered in schools with over 500 students enrolled.

10. Courses are primarily opened to seniors and juniors.

11. Girls are more likely to take the course than boys.

12. Whites are more likely to enroll in the course than blacks.

13. The course is offered in schools regardless of their urban-suburban-rural settings.

14. Personal adjustment and self-understanding are two of the most often stated objectives of the course.

15. Teachers tend to include in these courses the content and topics they believe ought to be included in psychology courses on this level.

16. Courses are usually assigned social studies credit.

17. Teachers are predominantly certified in social studies.

18. Teachers have little difficulty in identifying their approaches by the labels--"behavioristic" or "humanistic."

19. Teachers develop and use a great deal of materials such as popular magazines to supplement their courses.

20. Until 1973, the T. L. Engle and Louis Snellgrove textbook, Psychology: Its principles and application (various editions) was by far the most popular text.

21. More schools would offer the course if properly trained teachers and finances were available.

APPENDIX C

These data represent the findings of a survey on the status of pre-college psychology in the state of Mississippi conducted in 1975-76.

CHAPTER III

Psychology Courses Within Rural-Suburban-Urban School Settings

Introduction

Of the 35 teachers, 16 reported they taught in schools located in a "rural" geographic and social setting. Twelve teachers reported their schools were predominantly "urban" in their location and 7 others indicated a "suburban" setting characterized their schools' location.

What an area or region (or school) needs in order to be accurately labelled as being rural, urban, or suburban is uncertain. Conventional wisdom defines a rural region as one with a farm (agricultural)-orientation. An urban area is usually defined in terms of a densely-populated commercial and industrial center with a suburban region being a predominantly family-dwelling area on the fringes of an urban center. Although these labels appear to be rather specific, they are very difficult to use to classify a region--much less the region served by a particular school.

In Mississippi, a community of 30,000 people may be called an urban area by some while others would classify the same sprawling area as more "suburban-like." Yet, others, noting its dependence upon nearly small famrs and the related agribusinesses, would label the same community as being "rural." One teacher in a town of less than 4,000 people labelled his school's setting as an "urban" one. Meanwhile, another respondent in a school serving a city of over 25,000 people considered that particular area was "rural." It is within this perspective that the following data should be studied.

School Characteristics

All 35 teachers indicated the specific classification of their respective schools. Of the 16 rural school respondents, 10 (62.5%) reported their schools were public with the remaining 6 (37.5%) reporting their schools were private nonreligious schools. The 12 urban school teachers taught in a wide variety of settings. Seven urban teachers (58.3%) taught in public schools with private religious schools (2 responses or 16.7%) and private nonreligious, Catholic parochial, and 'other' schools (each with 1 response or 8.3%) following in that order. Meanwhile, the 7 suburban school respondents primarily taught in public schools (6 responses or 85.7%) with the one other (14.3%) indicating a private nonreligious status. Hence, regardless of their 'rural-suburban-urban' setting, the majority of schools along each of these three settings were public schools (23 of 35 schools or 65.7%). Of the 12 private school teachers, 6 taught in rural, nonreligious schools. Finally, of all 35 schools, 10 (28.6%) were rural public schools.

When the responses of the teachers regarding the size of their schools' student enrollment were examined, the data revealed these teachers taught in schools with very different enrollments. Of the 16 rural school teachers, 8 (50.0%) taught in schools with enrollments of 350 or less in their top four grades while 7 (43.8%) taught in schools with between 351 and 1,000 students enrolled and 1 (6.3%) taught in schools with over 1,000 students enrolled. Of the 12 urban schools, 5 (41.6%) taught in schools with between 351 and 1,000 students enrolled. Four urban school teachers (33.3%) reported their schools' enrollments were less than 351 students while 3 other teachers (25.0%) indicated their schools' enrollments exceeded 1,000 students. Five

of the seven suburban school teachers (71.4%) reported that between 1,000 and 1,500 students attended their respective schools. Of the 2 remaining suburban school teachers, 1 indicated an enrollment of between 150 and 350 and the other indicated an enrollment of between 501 and 1,000 for their respective schools. Twenty percent of all 35 psychology teachers taught in rural schools with enrollments of between 150 and 350 students.

Only 28 of the 35 teachers (80.0%) reported the ratio of black to white studetns in their schools' population. Of the 12 rural school respondents, 5 (41.7%) indicated a racial balance of approximately 65% white and 35% black for their respective student bodies, 4 (33.3%) indicated a 95% white/5% black ratio, 2 (16.7%) indicated a 80% white/20% black ratio; and 1 (8.3%) indicated a 35% white/65% black ratio. More divergent were the responses of the urban school teachers. Of the 9 who responded to this item, 3 (33.3%) urban school teachers reported a 95% white/5% black racial balance existed in their schools with 2 teachers (22.2%) reporting a 80% white/20% black ratio, 2 others (22.2%) reporting a 65% white/35% black ratio, 1 (11.1%) reporting a 50% white/50% black ratio, and 1 other urban teacher (11.1%) reporting a 35% white/65% black ratio. Four of the 7 suburban teachers (57.1%) reported a racial mixture of approximately 80% white and 20% black existed in their schools. Two suburban school teachers (28.6%) reported a 65% white/35% black racial mixture while one other teacher (14.3%) indicated a 95% white/5% black ratio existed for their respective schools.

Course and Class Characteristics

Although schools often vary among themselves on the basis of their classifications, enrollments, and settings, these differences may not affect the types of courses they set up or the types of students who enroll in their several classes. The 35 teachers were asked to report

on their courses and the make-up of their psychology classes. The data relative to these course and class characteristics are reported below.

All 16 rural school and 7 suburban school teachers reported their psychology courses were elective in nature. Of the 12 urban school teachers, 10 (83.3%) reported their courses were elective with the remaining 2 teachers (16.7%) reporting their courses were required courses. Thus, 33 of the 35 schools offering psychology courses made the course an elective one for their students.

Besides seeking information regarding the elective-required nature of the psychology courses, the questionnaire obtained dtat relative to the length of time these courses were offered. In the 16 rural schools, 11 schools (68.8%) offered semester-length courses while the remaining 5 (31.3%) offered year-long courses. Meanwhile, the 12 urban school respondents revealed 10 of their schools (83.3%) offered one semester long psychology courses with only 2 (16.7%) reporting courses of a full year in length. The 7 suburban school teachers reported a pattern more like their urban than rural school counterparts. Six suburban teachers (85.7%) indicated their courses were one semester long and the one other teacher (14.3%) reported the course as being a full year course. Taken collectively, 27 of the 35 schools which offered separate courses in psychology provided one semester length courses to their students. The remaining 8 schools offered courses one full year in length.

When asked to specify the exact number of sections of psychology they taught each day, 12 of the 15 rural teachers (80.0%) indicated they taught only 1 section with the remaining 3 (20.0%) indicating 2 sections per day. The urban teachers responded by revealing 8 (66.7%) taught 1 section, 2 (16.7%) taught 2 sections, and 2 (16.7%) taught 3 sections of psychology each day. Meanwhile, 2 suburban teachers (28.6%) reported

teaching 1 section per day while 5 (71.4%) revealed they taught 2 sections per day. On the average, the rural teachers taught 1,20 sections per day, the urban teachers 1.50 and the suburban teachers 1.71 sections each school day. Of the total of 48 sections taught by 34 of these teachers each day, the rural and urban teachers each taught 37.5% of these courses (18 courses each) and the 7 suburban teachers taught the remaining 25.0% of these sections (12 sections).

Within these courses, the 16 rural teachers taught 613 students, the 12 urban teachers 579 students, and the 7 suburban teachers 507 students. In reverse order, the suburban teachers averaged 72.4 students each (s.d. = 39.3) while the urban teachers averaged 48.2 students (s.d. = 27.9) and the rural teachers averaged 38.3 students (s.d. = 26.9) each. Thus, while the rural teachers as a group taught more total students, each suburban teacher on a typical day faced more students than either the urban or the rural school teacher.

When the responses of the teachers regarding the grade levels of the students enrolled in these courses were tabulated, it was found that the majority of schools offered the course primarily to eleventh and twelfth graders. Seven of the 16 rural school teachers (43.8%) taught courses enrolling just eleventh and twelfth graders. In addition, 6 teachers (37.5%) in similar settings taught tenth through twelfth graders while 2 (12.5%) taught only twlefth graders and 1 (6.3%) taught ninth through twelfth graders. Two thirds of the 12 urban school teachers, 8 or 66.7%, taught eleventh and twelfth graders in their courses with 3 others (25.0%) reporting only twelfth grade students and 1 (8.3%) reporting students in grades ten through twelve were enrolled in the psychology course. Similarly, 5 of the 7 suburban school teachers (71.4%) taught eleventh and twelfth graders while 1 each (14.3%)

taught only twelfth graders and ten through twelfth graders. These data suggest that schools were offering psychology courses to the grade level students they believed should be studying such content rather than opening up courses to a number of different grade levels just to ensure adequate enrollment.

Of the 16 rural school teachers who responded to the item asking whether the course enrolled primarily male or female students, 9 (56.2%) indicated a predominate female enrollment, 3 (18.8%) indicated a heavy male enrollment, and 4 (25.0%) indicated a balanced enrollment of male and female students. Ten of the 12 urban school teachers (83.3%) indicated a predominate female enrollment with the remaining 2 (16.7%) reporting a heavy enrollment of males. However, all 7 suburban school respondents revealed their courses were dominated by female students.

These teachers were also asked to identify the ratio of white to black students enrolled in their respective psychology classes. A majority of the 13 rural school teachers who responded to this request, 7 or 53.8%, indicated a racial mixture of 95% white/5% black students existed in their courses. Three teachers (23.1%) reported a 80% white/20% black ratio. One rural teacher (7.7%) reported a 20% white/80% black mixture characterized the student population in courses that respondent taught. Among the 12 urban school teachers, 4 (33.3%) reported they taught classes with a racial balance of 20% white/80% black students. Three urban teachers (25.0%) indicated their courses enrolled students characterized by the 95% white/5% black ratio. Three urban teachers reported enrollments of between 65 and 0% white students with 2 other teachers (16.7%) reporting a balance of 50-50 between these two racial groups existed for courses they themselves taught. All seven suburban school teachers reported classes

with predominate white student populations. Five of these teachers (71.4%) indicated their classes approximated the 95% white/5% black ratio with the remaining 2 (28.6%) indicating the 65% white/35% black mixture described their classes' student enrollment.

Popularity of the Course

In Mississippi, psychology is a popular course among students regardless of the geographical and social setting of their schools. Indeed, 12 rural (80.0%), 11 urban (91.7%), and 5 suburban (100.0%) school teachers indicated the course was definitely a popular one among their respective student bodies. Only 4 of the 32 teachers (12.5%) responding to this item indicated in the negative.

When asked about the demand for the course among students, a third of the urban and rural respondents indicated it had remained relatively constant over the past two or three years. However, the other 18 respondents in the three schools reported the demand for the course or more courses (sections) had risen over this same time period. Thus, at least in the schools already offering the separate psychology course, students like the course and "demand" more courses or sections be added to their schools' existing curriculum.

Course Objectives, Content and Methods

Information was also obtained relative to the objectives set for these courses by their teachers, the topics which were included in these courses, and the general methods the teachers used while teaching their students.

Of the 12 objectives listed on the questionnaire, the objective to help students better understand and accept themselves as individuals was ranked first by the urban teachers (12 responses or 100.0%) and

tied for first among the rural (13 responses or 81.3%) and suburban (7 responses or 100.0%) teachers. The other 'first' choice of the rural and suburban teachers, to help students understand and deal with their personal problems, was tied for second place among the urban teachers. However, all three groups of teachers ranked the objective to help students in their vocational planning last. (See Table). In general, these three groups of teachers were very similar in the objectives they selected for their courses and in the importance they placed on these objectives.

The respondents were asked to identify from a list of 22 topics, those specific topics they actually taught in their classrooms. By doing so, these teachers were providing information relative to the content and subject matter they included in their respective courses. The respondents were invited to check any and all of those topics which they included in their courses. (See Table).

The topic personality theory placed first among the urban (12 responses or 100.0%) and suburban (7 responses or 100.0%) teachers and second among the rural teachers (13 responses or 81.3%). The topic which placed first among the rural teachers, social behavior, tied for first among the urban teachers (12 responses or 100.0%) and tied for third place among the suburban teachers (5 responses or 71.4%). At the same time, the topic statistics was ranked last by the urban (2 responses or 16.7%) and suburban (1 response or 14.3%) teachers and 21st by the rural teachers (3 responses or 18.8%). Interestingly, while the topic child care received checks from 50.0% of the urban and 42.9% of the suburban teachers, not 1 rural teacher indicated that this topic was included in courses they taught.

Of the three groups of teachers, the urban teachers tended to include more topics ($\bar{X}$ = 15.33) than did either the suburban (13.86) or the rural (13.06) teachers. However, since these data are only quantitative findings, they are not to be interpreted as meaning there is a qualitative difference between the psychology content learned in any of these school settings. The covering of more topics may suggest a more survey-oriented course or a more integrative one. It could also be interpreted as being a course which covered more chapters in the textbook. And finally, whether a topic is "covered" when it is introduced, studied, discussed, or merely mentioned was left up to the individual respondents to interpret and define. One point should be noted here. The fact that rural teachers covered fewer topics must be considered in light of the additional fact that they also taught more year long courses than either the urban or suburban teachers. This finding suggests that many of the rural teachers covered less topics in their year-long courses than the other two groups of teachers included in their semester-length courses.

In addition to asking what topics these teachers included in their courses, an item was included that asked what topics and content should be taught in psychology courses on the high school level. The same list of 22 topics presented earlier was included in the questionnaire along with the invitation to identify other topics not listed.

The topic personality theory placed first among all three groups of teachers. However, this topic shared first position with one other topic among the suburban teachers and five other topics among the rural teachers while being alone in this position among the urban teachers. Conversely, 4 topics shared the second place position among the urban teachers while 5 topics shared this position among the suburban and the

rural teachers. In other words, these teachers tended to indicate topics such that when their responses were grouped and tallied, they revealed a great deal of preference for a number of different topics. For example, the 5 different topics which shared second place among the rural teachers were assigned the real rank of 9th position. Put in another way, of the 22 original topics, 11 received either 13 or 12 checks each from the rural teachers. Thus, the exact place or rank assigned to these various topics is very difficult to interpret in terms of the major preferences of these different groups of teachers.

All three groups of teachers indicated that more of these topics should be included in their courses than were actually taught in their existing courses. Whereas the urban teachers included an average of 15.33 topics in their present courses, they indicated they thought at least 17 topics should be covered in their courses. Similarly, the rural and suburban teachers thought that more topics should be included in these courses (a Mean of 14.88 and 14.57, respectively). One could interpret these data to suggest that the urban teachers thought more content should be included in these courses than did their rural and suburban counterparts. Yet, these data may reveal that the suburban teachers were more likely to include in their existing courses the topics they thought should be included in them than were either the rural or urban teachers.

In addition to finding out what content these teachers included in their courses, the questionnaire sought data relative to the methods these teachers used in presenting this content to students. Five methods were listed along with the space for adding other methods should that be necessary. The lecture-discussion ranked first among all three groups of teachers receiving 15 responses from the rural

teachers (93.8%), 10 from the urban teachers (83.3%), and 6 from the suburban teachers (85.7%). The text and lecture method and the discussion method tied for second place among the rural teachers with 7 responses each (43.8%). The urban teachers ranked the text and lecture method second (9 responses or 75.0%) while the suburban teachers ranked the discussion method their second most used method (5 responses or 71.4%).

Only one of the 16 rural teachers used the lecture-demonstration method and 3 employed the laboratory experiment method. Of the 7 suburban teachers, 1 used lecture-demonstration with no teacher using no teacher using laboratory experiments. However, of the 12 urban teachers, 4 used laboratory experiments and 3 used lecture-demonstrations. Of the three groups, the urban teachers were more likely to use more different teaching methods (a Mean of 3.17) than either the rural (2.44) or suburban (2.71) teachers. In addition, these teachers were about equal in their use of "other" methods besides those listed (rural teachers, 37.5%; urban teachers, 33.3%; and suburban teachers, 42.9%).

Use of State-Adopted Textbooks

When asked whether or not they used a state-adopted psychology textbook in teaching their course, 10 of 14 rural (71.4%), 9 of 11 urban (81.8%), and 6 of 6 suburban (100.0%) school teachers responded in the affirmative. Apparently, when schools offer psychology as a separate course of study, they also provide the funds to purchase at least one set of state-adopted textbooks for use in these courses.

Psychology: Its Principles and Applications by Engle and Snellgrove was the most used book in the urban (6 responses or 66.7%) and suburban (4 responses or 66.7%) schools. Within rural schools, the Tallent and

Springin text, Psychology: Understanding Ourselves and Others was the most used book (6 responses or 42.9%). Only 1 urban and no suburban school used the Tallent-Springin text although 3 rural schools (21.4%) used the Engle-Snellgrove text. The Sandberg-Fenton textbook, Introduction to the Behavioral Sciences, was used by one teacher in each of the three groups. Gordon's book, Psychology for You, was used by 2 rural schools (14.3%) and 1 urban (11.1%) and 1 suburban (16.7%) school.

More than 60 percent of the teachers in all three groups of schools used their state-adopted textbooks often or a great deal of the time. The other teachers tended to use their textbooks occasionally or never at all. Putting these findings in another way, 2 out of every 3 teachers in each of these three school settings tended to use their state-adopted textbooks after or a great deal of the time in their classrooms. Hence, one may speculate that the schools had purchased the psychology teachers had wanted to use in order to teach the course. And, even though they used these textbooks, 6 rural, 5 urban, and 3 suburban teachers suggested ways the textbook companies could improve their psychology texts.

Teacher Characteristics and Qualifications

In both rural (8 responses or 50.0%) and urban (7 responses or school locations, the psychology course was most frequently taught by a member of the social studies department. In suburban schools, 4 of the 7 teachers (57.1%) were from a variety of areas outside the social studies as were 8 of the 16 (50.0%) other rural teachers. The one teacher who primarily operated under the Administration certificate area taught in an urban school. The two science teachers who taught

the course were located one each in a rural and an urban school. Meanwhile, 3 teachers holding Guidance-Counseling certificates taught in rural schools; 1 taught in an urban school; and, 1 other taught in a suburban school setting. In review, 17 of the 34 teachers (50.0%) responding to this item currently held and were primarily operating in certificate areas outside the social studies. Only 2 of these 35 teachers (%) held certificates in Psychology.

Besides the area of certification, data were obtained on the degree level these teachers had reached in terms of their college preparation. Of those at the bachelors degree level, 7 were rural teachers (43.8%), 4 were urban teachers (33.3%), and 2 were suburban teachers (28.6%). Concurrently, 5 suburban (71.5%), 10 rural (62.6%), and 6 urban (50.0%) teachers had either reached only the bachelors degree level or had completed course work just beyond this level. Meanwhile, 6 urban (50.0%) 6 rural (37.4%), and 2 suburban (28.6%) school teachers had obtained the masters degree or had completed work beyond the masters level. In terms of degree levels, teachers in urban schools tended to be slightly more prepared than the rural school teachers who in turn tended to be slightly ahead of their suburban school counterparts.

These teachers also provided the number of semester hours they had earned in psychology and educational psychology courses in college. The 16 rural teachers had earned a total of 387 semester hours for an average per teacher of 24.2 hours (s.d. = 18.1). The 7 suburban teachers had earned 17.7 hours amongst themselves for a 25.3 hour average (s.d. = 15.3). The figures for the urban teachers are misleading. In total, the 12 urban teachers accumulated 354 semester hours and an average of 29.5 hours apiece (s.d. = 38.8). However, this total includes 1 teacher

with 150 hours and a second with 0 hours. Taking away these two extremes, the remaining 10 teachers averaged 20.4 hours (s.d. = 6.29). The range for the rural teachers was from 6 to 78 hours and for the suburban teachers 8 to 46 hours. The above means are to be compared to the overall mean of 26.2 hours for all 35 teachers and 22.6 hours for the 34 teachers excluding the teacher with 150 hours of college course work in psychology.

When asked if they felt they had earned enough college course training to teach psychology on the precollege level, the majority of teachers in each of these three categories of school settings answered in the affirmative. Eleven of the rural (73.3%), 9 of the urban (75.0%), and 5 of the suburban (83.3%) school teachers indicated they felt their college course preparation was adequate. Considered in another way, 3 out of every 4 psychology teachers in each of these types of schools believed they were adequately prepared to teach psychology to their respective high school students.

These teachers were also asked to identify whether the approach they took to their psychology course tended to be "behavioristic" or "humanistic" in nature. Neither of these terms was defined for the respondents. The pattern of their responses to this item was among the most dispersive of all the questionnaire findings. Clearly, the urban teachers were behavioristic in their approach (7 responses or 58.4%) while the rural teachers were evenly split between the behavioristic-humanistic perspectives (each with 7 responses or 50.0%). However, only 1 suburban teacher (14.3%) identified with the behavioristic label while 5 (71.4%) claimed the humanistic label as most appropriate to describe their approaches. Not to be outdone, 1 urban (8.3%) and 1 suburban (14.3%)

school teacher indicated the approach used in their courses was a combination of these two approaches (i.e., an electic approach).

Interestingly, the urban teachers, who were predominately behavioristic in their approach to their psychology courses, had the largest number of objectives set for the course, included the most number of topics within their courses, and desired the largest amount of audiovisual aids to help them teach their courses. However, the exact nature of the relationship among school locations, amount of content included in a course, and the approach a teacher might use cannot be determined by these data. In other words, although figures exist relative to this relationship, they do not identify or signify any qualitative dimensions necessary to describe such a relationship.

Need of Instructional Resources and Aids

Frequently teachers are asked to develop and teach a course without being given any audiovisual or other instructional resources besdies the textbook. In order to find out whether this was the case with the psychology course, these respondents were asked whether or not they needed more instructional materials in order to teach their courses. Of the 35 teachers making up these three groups of teachers, 15 rural (93.8%), 11 urban (100.0%), and 5 suburban (71.4%) teachers indicated they definitely could use more resources and instructional aids.

When asked to identify the specific types of audiovisual aids and insturctional materials they desired to see made available to them, these teachers responded with enthusiasm. Of the 15 items listed on the questionnaire, the rural teachers averaged 6.44 requests, the urban teachers 8.75 requests, and the suburban teachers 6.43 requests.

All three groups of teachers placed films at the top of their list of materials wanted although the rural teachers shared first with a request for filmstrips and the suburban teachers shared this same position with three other types of materials. A greater percentage of rural teachers wanted both a different textbook and student workbooks than did the urban and suburban teachers. However, higher percentages of urban and suburban teachers desired materials for classroom experiments than did their rural school counterparts. Only 2 of the 16 rural, 4 of the 12 urban, and none of the 7 suburban school teachers wanted materials for slow learners. Strangely enough, while the major objective these teachers set for offering the course was to help students better understand and accept themselves as individuals, the low priority assigned to slow learner materials suggests these teachers wanted "to help" students who already possessed the abilities to help themselves rather than "to help" students gain some of the abilities they needed in order to be able to help themselves as individuals.

Finally, when asked if they would indeed use these materials were they made available to them, every teacher in each category indicated in the affirmative. Hence, these teachers not only reported they needed more materials to help them do a better job with teaching their psychology courses, but they also indicated overwhelmingly that they would use these instructional aids were they made available to them.

Professional Awareness and Involvement

Three items were included to get information relative to how aware these teachers were as to psychology-related materials available to them and to how involved they were in professional activities likely to help them teach their psychology courses.

Only 3 rural (18.8%), 1 urban (8.3%), and 1 suburban (16.7%) school teachers indicated they were aware of the APA's Human Behavior Curriculum Project. In other words, 80% or more of the teachers in all three types of schools were unaware of the existence of this Project. Of all these teache/s, only 1 rural teacher received copies of Periodically, the free newsletter published by the APA's Clearinghouse on Precollege Psychology. However, 13 rural, 12 urban, and 5 suburban teachers indicated they wanted information on how to begin receiving this newsletter. Such information has been made available to them.

Finally, only 1 of these 35 teachers, an urban teacher, indicated an affiliation with the Mississippi Council for the Social Studies--the professional organization most likely to be of immediate help in improving their courses. And, while 7 urban (63.6%) and 8 rural (50.0%) school teachers asked for information on how to join this group, only 1 suburban school teacher (16.7%) requested such information. As with the above, all 35 teachers were provided with information on how to join the M.C.S.S.

Summary and Conclusions

The responses of these three groups of teachers were very similar. Although there tended to be some variations within the responses of each of these groups, in contrast with the total responses of the teachers from the other two groups, these teachers were much alike.

In general, these teachers taught similar courses despite the fact their courses were offered in schools with dissimilar characteristics. And although their instructional needs were different, their preparation in terms of college training were nearly identical. Hence regardless

of the setting which their schools were located, these teachers as teachers possessed similar training and taught approximately the same type of course regardless of their schools' other characteristics. The fact that more rural schools teach separate courses than do urban and suburban schools may be misleading. Mississippi is a rural state. Schools in rural areas tend to be small and their curriculum offerings tend to be limited to required courses. The fact that so many rural schools were able to offer their students this particular elective is a credit to their own efforts. In Mississippi, especially in the rural regions, the future of the psychology course can only be bright.